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ABSTRACT

This document presents lessons designed to prepare counselors to serve diverse students. The first lesson focuses on societal trends and the status of youth. The second lesson focuses on the status of youth and basic skills acquisition. The third lesson, on special populations, explores attitudes of school counselors toward particular groups in society and the whole issue of societal diversity in general. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying the content in an individualized program. (ABL)

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COUNSELOR EDUCATION

Counselor Role and Educational Change: Planning, Integration, and Basic Skills

PREPARING COUNSELORS TO SERVE DIVERSE STUDENTS

Funded by:
U.S. Department of Education
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Colorado State University

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EDUCATION

Counselor Role and
Educational Change:
Planning, Integration,
and Basic Skills

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SOCIETAL TRENDS AND THE STATUS OF YOUTH

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

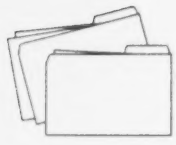
What should be done about school counselors' knowledge of changing student demographics and the increased needs of youth?

Justification for Lesson

An adequate foundation for guidance, planning, and transition activities requires that school counselors understand the societal trends affecting the status of students. This lesson will help school counselors better understand these trends.

Learner Outcome

The learner will identify and discuss the societal trends that affect the status of youth and describe how these trends affect student needs.



Instructor Resources

- Trends That Will Characterize the 1990s (transparency)
- Trends Summary: The United Way of America (handout)
- Local Governmental Agency Visitation Form (handout)
- Newsletter: Counselors and the Future of Schools (handout)
- Executive Summary: National Commission on Children (handout)

Teaching-Learning Interaction

The instructor should divide the class into groups of 3-5 learners. Next, the instructor should ask the groups to identify the major trends in our society that they feel will be characteristic of the 1990s.

The instructor should then lead the learners in a discussion of the trends identified by each group, incorporating the transparency titled Trends That Will Characterize the 1990s and the handout titled Trends Summary.

For a class period to be announced at a later date, the instructor should have the learners observe at one of the following sites to identify societal trends affecting the status of youth. The learners should record their observations.

- the emergency room of a county hospital or other public health center
- a juvenile hall
- a mental health center
- a community based education center (youth halfway house, New Beginnings, etc.)

Teaching-Learning Interaction, continued

To enable students to study the demographic changes taking place in their community, the instructor should have them visit the local governmental agency that supervises local planning, zoning, and growth. The instructor should have the learners complete the handout titled Local Governmental Agency Visitation Form to hand in at a specified date.

The instructor should have the learners contact a school district planning office to determine the mobility rate for the school district and to ascertain the demographic changes reflected in the subpopulations of the school district.

The instructor should assign the learners to read the handouts titled Newsletter: Counselors and the Future of Schools and Executive Summary: National Commission on Children. *Note:* The articles abstracted in the Newsletter should be read in their entirety, if possible. Similar articles or reports could also be assigned.

After the learners have completed the assignments, the instructor should divide the class into groups of 3-5 to summarize what they have gleaned from their readings and observations concerning emerging societal trends and the needs of youth. The instructor should have each group develop summary lists of these trends and needs, and then relate their lists and experience to the trends and needs identified in the readings and summaries.

Debriefing Strategies

The instructor should ask the following questions:

- What basic skills were used as part of this lesson?
- What new knowledge did you acquire, and how do you feel about the topic?
- What are the implications of this lesson for the role of the school counselor?
- What are the implications of this lesson for the guidance curriculum of a school counseling and guidance program?

Possible Resources

- Anderson, L., Jenkins, L.B., Leming, J., MacDonald, W.B., Mullis, I.V.S., Turner, M.J., & Wooster, J.S. (1990). The civics report card: Trends in achievement from 1976 to 1988 at ages 13 and 17; achievement in 1988 at grades 4, 8, and 12. Princeton, NJ: Educational Testing Service.

- Applebee, A.N., Langer, J.A., Jenkins, L.B., Mullis, I.V.S., & Foertsch, M.A. (1990). Learning to write in our nation's schools: Instruction and achievement in 1988 at grades 4, 8, and 12. Princeton, NJ: Educational Testing Service.

- Herr, E. (1989). Counseling in a dynamic society. Alexandria, VA: American Association for Counseling and Development.

- Mullis, I.V.S., Dossey, J.A.,, Owen, E.H., & Phillips, G.W. (1991). The state of mathematics achievement: Executive summary. Washington, DC: U.S. Department of Education.

- Videotape: Has anybody seen Phil? (1989). Dallas, TX: J.C. Penney Company.

- Videotape: Self Image and your career. (1988). Pleasantville, NY: Sunburst.

- Videotape: It only takes one. (No date). Bloomington, IN: Meridian.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: SOCIETAL TRENDS AND THE STATUS OF YOUTH

Trends That Will Characterize the 1990s

1. The big story of the 1990s will not be in high tech, but in a renaissance of the arts, of literature, and of spirituality.

2. The coming decade will witness the end of the welfare state and the death of socialism.

3. English will emerge as the worldwide language.

4. The Age of Biology will emerge.

5. The Pacific culture will become more dominant than the Atlantic culture.

6. Cities will decline and the electronic heartland will grow.

7. Worldwide free trade will predominate.

8. Growth will be unlimited.

9. Globalization will increase.

10. Human resources will be the U.S.A.'s competitive edge.

Adkins, G. (1989). Megatrends author foresees the millennium. Educational leadership. September 16-17.

Trends Summary[1]

Personal and family issues are increasingly affecting the workplace.

- The number of working mothers will continue to rise.
- The number of dependent elderly will increase.
- Time pressures—arising from the attempt to balance work and family demands—will continue to mount in the lives of Americans.
- Work related illnesses, such as stress, will increase in frequency and will continue to affect worker productivity.
- Workplace cost of substance abuse—in terms of lost productivity and employment—will continue to be a problem.
- Cigarette smoking outside of one's home will be increasingly limited.
- Worker demand for more flexible benefits packages will continue.
- Growing numbers of corporations will implement employee assistance programs (EAPs).

There will be greater employment opportunities for the previously "underused" segments of the population—specifically, women, minorities, and the disabled.

- The growth of the U.S. work force will slow.
- The work force will continue to grow increasingly diverse both racially and ethnically.
- Most new workers will be women.
- The percentage of mothers who work outside the home will continue to rise.
- Hispanics will experience the fastest labor force growth among minority populations.
- Immigrants will comprise an increasingly greater share of the U.S. population and the work force.
- Employment opportunities for Americans with disabilities will continue to increase as the U.S. shifts to a service economy and increasingly uses technological advances.

Worker education, training, and retraining will be crucial to meeting the challenge of a rapidly changing, technologically advanced economy.

- Workers will change jobs and occupations at a faster rate than ever before.
- Jobs will require workers to be even better educated and more highly skilled.
- Colleges and universities—as well as corporate education and training programs—will increasingly need to provide remedial studies classes.
- The U.S. education system will need to focus less on producing greater numbers of high school graduates and focus more on producing graduates of higher caliber.
- Critical teacher shortages will continue, especially in areas such as bilingual education, special education, math, and science.
- Technology will change many of today's familiar jobs, necessitating retraining or additional worker education.
- The U.S. will face a shortage of skilled workers by the year 2000.

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[1]Source: The United Way of America, 1988.

Trends Summary, continued

- The number of young adults available to enter the work force will decrease because of the baby bust that began in 1965.
- Fewer individuals will have the skills needed for the jobs available in the coming years.
- The corporate education system will continue to grow due to greater corporate involvement and increasing enrollment.
- A community's commitment to training and education will increasingly affect a corporation's decision as to where to relocate.
- Functional illiteracy in the U.S. will continue to be a serious problem.
- The number of technologically illiterate Americans is likely to rise.

Corporate restructuring will continue to alter the business landscape and employment conditions in the 1990s.

- Corporate merger and acquisition activity will slow in late 1988, but remain at historically high levels into the 1990s.
- Corporate profits will be healthy in the late 1980s.
- Foreign purchase of U.S. stocks, particularly by Japanese investors, will increase.
- Corporations will acquire other business units primarily to support their core business, rather than for purely financial reasons.
- America's manufacturing sector will continue to rebound, showing gains in volume of sales and number of employees.
- America's service sector will grow more slowly in the 1990s. Advertising, accounting, broadcasting, financial services, airlines, and communications fields may suffer layoffs.
- Cities which are regional financial centers are likely to experience slow growth.
- The mid '80s notion that the U.S. was becoming a "bicoastal economy" will be reversed in the late '80s because of stronger growth rates in the midwestern manufacturing states and weaker growth rates in coastal, service intensive states.
- New businesses will provide an increasing share of reemployment for laid off workers.
- Part time and temporary employment and employee leasing arrangements will employ a growing percentage of the work force.
- Changes in work schedules and benefits packages are blurring the distinctions between full time and part time jobs.
- The public sector may have to assume the burden of inadequate pension and health insurance coverage of part time and temporary workers.

The growth of small firms will continue to alter traditional employment patterns and ways of doing business.

- Small businesses will create nearly all of the new jobs available.
- The entrepreneurial spirit will remain alive, particularly among educated young adults.
- Women will continue to start small businesses in great number.
- The boom in small business is likely to add to wage disparity as small business owners generally make a higher salary and employees make a lower salary than in large corporations.

Trends Summary, continued

- Small-business employees will continue to experience unstable employment and financial security as businesses fail or falter.

The globalization of the international economy will increasingly influence American business and philanthropy.

- The American economy will grow more unstable as it becomes more interdependent with the economies of other nations.
- Rapid population growth in underdeveloped countries will increase the labor supply in low wage nations.
- New technologies will allow for greater "portability" of work, workplaces, and workers.
- Global telephone and computer capabilities will make instantaneous international communication increasingly possible.
- Foreign investment in the U.S. will remain strong.
- American corporations will continue to move work out of the U.S.
- More U.S. corporations will do business overseas.
- The corporation will increasingly operate according to what is best for the corporation itself, rather than what is best for the community or country in which the corporation is operating.

Automation, computerization, and robotization will spread faster through the workplace, changing both the nature of work and what one needs to succeed in the marketplace.

- Computers will be used more extensively in the workplace.
- Greater numbers of businesses and individuals will have access to computer networks.
- The cost of communications will continue to decline.
- Technology will make some jobs and occupations obsolete.
- More workers will work in their homes full or part time.

The rapidly changing economy will create an unstable employment picture for many workers.

- The service sector will continue to add the most new jobs.
- Employment opportunities in the professions, as well as technical, managerial, sales, and service jobs, will far outstrip opportunities in other fields.
- Manufacturing's share of employment will remain stable, although the number of manufacturing jobs will increase.
- The number of self employed farmers will decline.
- State and local government will experience some employment growth; employment at the federal level will remain stable.
- Workers will continue to be displaced.
- Real wages will continue to decline, likely causing an increase in the proportion of persons holding second jobs.
- Americans will continue to work longer hours.
- The emerging hard core of nonworking Americans is signaling that unemployment will likely remain a problem in America.

More workplaces will be affected by AIDS.

Trends Summary, continued

- The number of AIDS cases will continue to rise sharply.
- The emergence of AIDS related issues, such as the right to privacy, discrimination, and the rights of noninfected employees, will increasingly affect the work world.
- Workplace policies regarding treatment of people with AIDS will become more common.

Concern will rise over worker privacy issues.

- The number of lawsuits alleging violations of worker privacy will continue to rise.
- Businesses will increasingly use technological advances to monitor worker productivity and worker health.
- Genetic screening by employers—to determine whether an employee or potential employee is susceptible to illness—is likely to rise.

The number of Americans with no health insurance will continue to increase.

- The number of Americans with inadequate health care coverage will also continue to rise.
- The number of employers providing medical benefits for employees will continue to decline.
- Employers will continue to shift medical costs onto the employee.
- The increased use of technology and genetic testing will likely cause insurers to deny coverage for "at risk" workers, possibly increasing the ranks of the nation's uninsured.

The number of Americans who want to continue to work after age 65 will likely rise.

- Life expectancy will continue to rise.
- Fewer workers will opt for early retirement.
- Businesses will increasingly recruit older workers as the pool of young people declines.
- Businesses will increasingly employ older workers on a temporary basis.

Local Governmental Agency Visitation Form

1. Name of Person _____

2. Title _____

3. Name of local governmental agency _____

4. Responsibilities/role of the agency:

5. Types of data the agency collects and analyzes:

6. Major changes/trends in the local demographic data:

7. Implications of the data for the community and its service agencies:

8. Implications of the data for the public schools and school counselors:

COUNSELORS AND THE FUTURE OF SCHOOLS NEWSLETTER...for school counselors with an eye on basic skills

PUBLISHED BY: Joe Daly and Jeff Lovejoy
Colorado State University
Fort Collins, Colorado

DATE: Early 1990s

This is a one time newsletter provided as part of a lesson to improve school counselor education. It provides background reading and references to materials which promote the value of comprehensive counseling and guidance programs.

Wake Up: The American Dream Is At Risk

Something alarming is happening in America, and you should be concerned. It is part of a phenomenon that is worldwide, but it could affect our lives, our children's lives, and even the future of this democracy.

What is it? It is a combination of many things: aging population, declining middle class birthrates, a growing underclass, a widening gulf between haves and have nots, and a growing inability to deal with our problems in effective ways.

Education is a vehicle that is able to transport citizens to upward levels of society. At this moment, that vehicle is badly in need of repair. But if the trend continues, masses of the next generation will be barred from the middle class. This could lead to anything from a permanently semi functional class staffing our hospitals, police forces, and retirement homes to outright revolution of this lower class. It has long been thought that the middle class acts as a buffer between the haves and have nots, but that buffer is disappearing.

We don't hear a lot about this phenomenon because it isn't happening suddenly or in a way that makes good sound bites for the evening news, but it is real. Another problem is that we haven't found a label for it yet, and we seem to need labels to make things real.

The middle class is dying out, partly because its birthrate is too low to replace itself, and partly because people are falling out of it due to the prolonged economic downturn in this country. The rich are getting richer, and the poor poorer. But the poor are also growing in numbers.

This may seem, at first, a matter of race. It's not. It only seems that way because minorities are unequally represented in the underclasses. The white birthrate is 1.7 per female — less than replacement rate. The hispanic rate is 2.9, but the rate for middle class Hispanics is below 2.1. Similar figures,though lower, apply to blacks.

The economic side is just as frightening. The poorest 40% of U.S. families accumulated only 16% of the national income in 1984, the lowest percentage on record. And the gap is widening. What these figures show is that the American Dream — long a stabilizing force — is fast disappearing. It has been stabilizing in the sense that, if people thought there was any chance of getting into the middle class, they wouldn't want to destroy it. What happens if that equation changes? And what is the solution?

Education. Some have suggested that the middle class have more children or the lower class have less. The first answer would give us more of what we already have — poorly educated children. The second would exacerbate what some regard as an already serious problem — a declining total population in the U.S.

While it seems unthinkable that America would abandon its children, that is exactly what we are doing. Ten years ago, the aged were our poorest group; today, it is children. An important question to consider is this: Will this country's white, childless, aging majority readily pay the necessary taxes to support schools that are increasingly nonwhite, poor, and at risk?

The automobile commercial says, "You can pay me now or you can pay me later" to the client with the fixable problem. Well, we waited. It's later. We can pay or lose our vehicle, which in this case is America as we have known it.

Martin, D. (1988). Wake up: The American dream is fading, and our future is at risk. American School Board Journal, 175 (2), 21-24.

The Real Origin of School Reform

Educators have been trying for the last ten years to fix the leaky roof of American education with a host of measures. But it still leaks, because the wrong things are being fixed. There has been virtually no change in test scores, high school graduation rates, or other "quality" indicators. So where is the problem? At least one third of American children are estimated to be at risk before they even enter kindergarten. The following statistics will help explain why:

- Since 1987, 25 percent of preschoolers have lived in poverty.
- Every year, roughly 350,000 children are born to mothers addicted to cocaine during pregnancy. Getting these children ready for kindergarten costs approximately $40,000 each.
- Fifteen million children are being reared by single mothers who are living within $1,000 of the poverty line.
- One fourth of pregnant mothers receive no physical care during the first trimester, when even one exam could eliminate 20 percent of handicaps.
- Two million children receive no after school supervision.
- 50,000-200,000 children have no home on any given night.
- Child protection agencies received 2.2 million reports of child abuse or neglect in 1987, triple 1976's total.

Teaching these children is like fixing the leaky roof with a toy pail. Statistics often mislead in concentrating on the upper third of our school children, who are quite successful compared to children of other countries. The problem is in the bottom third — the worst of any of the industrialized democracies.

Changes in the American family have caused much of this situation — a trend not expected to change soon. The price we are paying to deal with the problems of these children being reared in poverty is more than what we would pay to keep them out of it in the first place.

There have been significant changes in the ethnic makeup of America. Since many of these ethnic minorities are growing faster in numbers, and in poverty, than the white population, this problem would seem to be compounding itself. At present, there exists no permanent underclass in America. That may not be true for long.

Education in America is concentrating on the wrong people. The country's stated objective is to graduate everyone from high school with a minimum of skills; we should concentrate on those most likely to fail which not the case now. Education is, among other things, the best weapon against crime. With one exception, the states with the lowest dropout rates also have the lowest per capita prisoner population. Federal and state officials might consider that while they are busy building prisons.

Hodgkinson, H. (1991). Reform versus reality. Phi Delta Kappan, 73(1), 9-16.

The New American Marketplace

To compete equally in the global marketplace, America must change its way of running business and industry. Seven realities (and consequences) of this new marketplace follow.

1. U.S. production has grown at a snail's pace for the last 25 years, while competing countries have stepped up the pace at which they have increased their productivity. *Sales of goods and services will fall, as well as the standard of living for most U.S. households, if we do not take immediate steps to improve productivity.*
2. The stage is set for new, user friendly, powerful information services, due to 20 years and one trillion dollars invested in networks, systems, and technology development. *This technology will soon become common throughout the workplace and daily life. This is a positive aspect which is totally dependent on the general public having the skills to use it.*
3. To improve productivity, an individual must consistently bring more and better information to planning, designing, problem solving, and decision making. *The information components for all workers on all jobs will have to be increased to substantially improve productivity.*
4. Basic techno-economic transitions historically take several generations to accomplish. This means that productivity and overall economic growth decline during adjustment. *This adjustment has been going on for 15-20 years here and will probably continue, resulting in state and federal austerity programs and sociopolitical turbulence.*
5. More members of households will seek employment because of economic necessity. Severe labor shortages will force employers to hire nearly all employable persons. *This trend will extend to most mothers, workers who are*

currently unskilled, the handicapped, and the elderly. This will cause fundamental workplace changes and innovations regarding procedures, arrangements, and relationships.

6. To improve U.S. productivity and maintain prosperity during the Information Age, we will need to see that all Americans possess the basic skills. *Besides improving public school performance, this means educating millions of marginally skilled adults and reeducating most people currently working.*

7. Traditional management philosophy stresses decisions passed "down" from the "top." *Employees at all levels must be given responsibility and decision making power if the technology of the future is to perform effectively.*

Snyder, D. P., & Edwards, G. (1989). America in the 1990s: An economy in transition, a society under stress. Washington, DC: Foundation of the American Society of Association Executives.

Executive Summary[2]

Most American children are healthy, happy, and secure. They belong to warm, loving families. For them, today is filled with the joys of childhood—growing, exploring, learning, and dreaming—and tomorrow is full of hope and promise. These children will become the competent and caring parent, employee, and community leaders upon whom America's future depends.

But at every age, among all races and income groups, and in communities nationwide, many children are in jeopardy. They grow up in families whose lives are in turmoil. Their parents are too stressed and too drained to provide the nurturing, structure, and security that protect children and prepare them for adulthood. Some of these children are unloved and ill tended. Others are unsafe at home and in their neighborhoods. Many are poor, and some are homeless and hungry. Often, they lack the rudiments of basic health care and a quality education. Almost always, they lack hope and dreams, a vision of what their lives can become, and the support and guidance to make it a reality. The harshness of these children's lives and their tenuous hold on tomorrow cannot be countenanced by a wealthy nation, a caring people, or a prudent society. America's future depends on these children, too.

If we measure success not just by how well most children do, but by how poorly some fare, America falls far short. One in four children is raised by just one parent. One of every five is poor. Half a million are born annually to teenage girls who are ill prepared to assume the responsibilities of parenthood. An increasing number are impaired before birth by their parents' substance abuse. Others live amid violence and exploitation, much of it fueled by a thriving drug trade. Rich and poor children alike face limited futures when their educations are inadequate and they have few opportunities for cultural enrichment and community service. Too many children at every income level lack time, attention, and guidance from parents and other caring adults. The result is often alienation, recklessness, and damaging, antisocial behavior.

Is every child in America endangered? Some observers would say no; most children are in good health and have loving parents who tend diligently to their physical, intellectual, and spiritual needs. But we live in an interdependent world. Even those children who are shielded from the personal effects of poverty, illness, and extreme misfortune confront circumstances and conditions that jeopardize their health and well-being. They too attend troubled schools and frequent dangerous streets. The adults in their lives are often equally hurried and distracted. They receive the same cultural messages equating personal success with materialism, greed, and power, while trivializing commitment to marriage, family, and community.

The combined effects are that too many children enter adulthood without the skills or motivation to contribute to society. They are poorly equipped to reap the benefits or meet the responsibilities of parenthood, citizenship, and employment. The consequences of their problems and limitations reach far beyond their personal lives. America's future as a democratic nation, a world leader, and an economic power will depend as much on youngsters who are ill educated, alienated, or poor as on those who are more advantaged. For them, and for the nation, the years to come will be less safe, less caring, and less free, unless we act.

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[2]National Commission on Children. (1991). Beyond rhetoric: A new American agenda for children and families. Washington, DC: Author.

Executive Summary, continued

But this action must be thoughtful, broadbased, and sustained. The problems that plague many of the nation's children and threaten many more have evolved over time, and they will not disappear overnight. Solutions will depend on strong leadership and the concerted efforts of every sector of society—individuals, employers, schools, civic, community, and religious organizations, and government at every level. They will require creative public policies and private sector practices, wise investments of public and private resources, and significant commitment of individual time and attention to the needs of Children and their families. Members of the Commission have studied and debated the state of America's children and have come to a broad consensus on recommendations, except for those related to health care. Some disagreements remain, but it is critical that the Commission's agenda go forward to spark the public action that our nation's children deserve.

Principles for Action

The Commission proposes a policy agenda that flows from a set of guiding principles concerning children's basic needs, parents' roles and responsibilities, and society's obligations. Too often in the past, failure to articulate values has conveyed mixed messages to young people, parents, and institutions outside the family. It has resulted in practices that harm children and weaken their families. And it has limited the nation's ability to assess how well its policies and programs are working to improve the lives of children, strengthen families, and uphold the common goals and norms of American society. Accordingly, the following principles form the foundation for our specific proposals for public and private sector policy and program development.

- Every American child should have the opportunity to develop to his or her full potential.
- Parents bear primary responsibility for meeting their children's physical, emotional, and intellectual needs and for providing moral guidance and direction. It is in society's best interests to support parents in their childrearing roles, to enable them to fulfill their obligations, and to hold them responsible for the care and support of their children.
- Children do best when they have the personal involvement and material support of a father and a mother and when both parents fulfill their responsibility to be loving providers.
- The family is and should remain society's primary institution for bringing children into the world and for supporting their growth and development throughout childhood.
- Cultural diversity is one of America's greatest riches; it must be respected and preserved, while at the same time ensuring that all children have an equal opportunity to enter the social and economic mainstream.
- Community institutions — schools, religious organizations, service and charitable organizations, and employers — have an important role in creating an environment that is supportive of parents and children.
- Communities have a responsibility to provide safe, secure environments for families with children.
- Society has a legitimate interest in childrearing and a moral obligation to intervene whenever parents who fail to meet their responsibilities put their children at risk.

Executive Summary, continued

- Preventing problems before they become crises is the most effective and cost-effective way to address the needs of troubled families and vulnerable children.
- Basic moral values are part of our national heritage and should guide society in its actions toward children and families.
- Effectively addressing the needs of America's children and families will require a significant commitment of time, leadership, and financial resources by individuals, the private sector, and government at all levels.

An Agenda for the 1990s

Coherent national policies for children and families will require both a greater emphasis on family values and more effective intervention. Both are important; neither alone is sufficient. For this reason, the Commission's recommendations are directed to the public and private sectors, and to individuals as well as institutions. They apply to the major domains of family life and the basic needs of children and families. Taken together, they form a bold blueprint for strengthening families and promoting the healthy development of all the nation's children.

Ensuring Income Security

When families have an adequate income, they are better able to meet their children's material, intellectual, and emotional needs and help them become healthy, productive adults. Yet today children—especially those in single-parent families—are the poorest Americans. Failure to prevent childhood poverty and address the economic needs of families leads to other social ills—more crime and delinquency, more teenage childbearing, more unhealthy babies, more failure in school, more substance abuse and mental illness, more child abuse and neglect, and lower productivity by tomorrow's labor force. These problems take a dreadful toll on the individuals directly affected, and they also impose enormous costs on society, including significant expenditures for treatment of chronic health conditions and disabilities, special education, foster care, prisons, and welfare.

But it is not just poor families who struggle today to make ends meet, nor is it only poor children who suffer the consequence of economic instability. Middle-income parents also express concern about their ability to provide for their children and maintain a secure standard of living. The costs of housing, transportation, education, and health care have risen steadily since the 1970s and today consume substantially more of a typical family's income than they did 20 years ago. In recent decades, the average working family's tax burden has also risen. Combined state and local taxes, federal income tax, and the employee's share of Social Security taxes (after computing deductions and exemptions) now account for approximately 25 percent of median family income, compared to only 14 percent in 1960. As a consequence, many middle-income families need more than one paycheck to maintain a modest standard of living or just to meet their children's basic needs. Families with only one wage earner — especially families headed by a single mother—have suffered the greatest losses and are the most economically vulnerable.

The National Commission on Children calls on the nation to develop over the coming decade a comprehensive income security plan based on fundamental American principles of work, family, and independence. Building on the Family Support Act of 1988 and recent pro-family reforms in the federal tax system, the Commission recommends six important

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steps:

- We recommend the creation of a $1,000 refundable child tax credit for all children through age 18 and elimination of the personal exemption for dependent children to partially offset the costs.
- We strongly endorse the Earned Income Tax Credit, as recently expanded, to encourage low-income parents to enter the paid workforce and strive for economic independence.
- We recommend that a demonstration of suitable scale be designed and implemented to test an insured child support plan that would combine enhanced child support enforcement with a government-insured benefit when absent parents do not meet their support obligations. Contingent on positive findings from this demonstration, the Commission recommends establishment of the insured child support benefit in every state.
- We strongly endorse the Job Opportunities and Basic Skills Training Program (JOBS) and the provision of transitional supports and services to low-income parents moving from welfare to work.
- We recommend that states and localities provide community employment opportunities, where feasible and appropriate, for parents who are able and willing to work but cannot find a job on their own. We do not recommend the establishment of a major new federal employment program.
- We recommend that welfare be reoriented as short-term relief in periods of unanticipated unemployment, disability, or other economic hardship to provide a safety net to poor families with children who through no fault of their own would otherwise fall through the cracks.

Improving Health

While most American children are born and remain healthy, far too many are vulnerable to problems that lead to serious illness, disability, and even death. The United States has the knowledge and the tools to save children's lives and improve their physical and mental health. Yet in recent decades, the nation's progress in improving child health has not kept pace with scientific knowledge and health care technology.

Improving children's health is a widely shared responsibility. Parents must take responsibility for promoting healthful lifestyles at home and for obtaining needed health care for themselves and their children. Others in the community must also help children form attitudes and develop behaviors and lifestyles that will protect their health during childhood and into adulthood.

But healthful behaviors and lifestyles are not enough to ensure optimum health. America's health care system is in crisis. Many Americans are effectively denied health care because they have no way to pay their medical bills or because services are not accessible. This neglect is most troubling in the case of pregnant women and children, who cannot get care on their own, and for whom the lack of access to health care can lead to unnecessary illness, disability, and death, as well as unnecessary financial costs. Improving health care for America's children and pregnant women will require broad-basis reform of health insurance, expansion of effective health care programs for underserved populations, and aggressive and creative efforts by health professionals to meet the needs of children and families in their communities.

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The National Commission of Children did not reach consensus on strategies for addressing the health needs of the nation's children and pregnant women. A substantial majority of commissioners offers the following recommendations to improve the chances that all American children will be born healthy and grow up healthy:

- We recommend that parents protect their children's health by protecting their own health and being role models for healthful behavior, by doing everything in their power to provide a safe home environment, and by seeking and advocating for essential health services for their children.
- We recommend that communities take responsibility for creating safe neighborhoods, supporting the development of community-based health education and health care programs, and sponsoring activities and special projects to help families gain access to needed services.
- We recommend that government and employers together develop a universal system of health insurance coverage for pregnant women and for children through age 18 that includes a basic level of care and provisions to contain costs and improve the quality of care. A new system must build upon, not patch or replace, and current combination of employment-based and public coverage. It must ensure that adequate insurance protection is available to those who now have it through their employers; it must extend employer-based coverage to those who do not; and it must supplement employer-based coverage to those who do not; and it must supplement employer-provided coverage with decent public coverage for those who are outside the work force. Decisions concerning care should allow for substantial autonomy and choice by the patient or parent in consultation with his or her medical practitioner. Finally, the health care system and the provision of health insurance must contain incentives to economize and reduce rapidly rising health care costs.
- We recommend that the federal and state governments expand effective health care programs that provide services for underserved populations. health care will continue to be beyond the reach of many pregnant women and children unless the services they need are available in their communities. In particular, minority children, low-income children, children who live in geographically isolated areas, and those whose parents are poorly educated often have difficulty getting the health care they need. For this reason, we recommend expansion of the National Health Service Corps, Community and Migrant Health Centers, the Maternal and Child Health Block Grant, and the Special Supplemental Food Program for Women, Infants, and Children (WIC).
- We recommend that health professionals work together with professionals from other disciplines to improve the quality and comprehensiveness of health and social services, participate in publicly funded programs, and serve their communities as volunteers and resource persons.

Minority Chapter on Health Care

Because nine commissioners had fundamental disagreements with the key

recommendations presented in the majority chapter on health care, a minority chapter on health care is also included in the report of the National Commission on Children.. The following is a summary of the minority chapter.

We believe that if we are to improve the health of our nation's families and children, individuals must assume responsibility for their health, and that any reform must have prevention as its key goal; the family unit is the principal health educator, and single parenthood creates significant risks for children's health; all people should be able to obtain necessary health care through a private-public partnership health care delivery and financing schemes should constrain the rate of growth in health care expenditures; any health care reform design should promote innovation, not adversely affect economic growth and stability, and promote the delivery of high-quality, cost-effective care.

Given these principles, we recommend:

- All programs and services for children and youth should ensure that they involve parents and respect their values, taking care not to undermine parents' authority or to diminish their important role and influence in adolescent decision making;
- Problems resulting from malnutrition should be addressed by combating the climate of violence, drugs and promiscuous sexual activity instead of simply increasing funding for the Special Supplemental Food Program for Women, Infants and Children (WIC);
- Increased support for abstinence education is recommended as a means of reducing the spread of sexually transmitted diseases (STDs) and AIDS, as well as the rate of unwed teenage pregnancies;
- The media and other community organizations should take seriously their role in promoting healthy behaviors on the part of parents and children, and do nothing to either glamorize or reinforce unhealthy lifestyles, such as the use of drugs, sexual promiscuity, smoking, and unhealthy dietary habits.

Furthermore, we believe that the financing of health care in the United States will only be truly reformed by empowering consumers and permitting undistorted markets to function in medical care insurance, and by restructuring existing tax subsidies and public programs to target those who are in greatest need. In contrast, we believe that the majority chapter's recommendation for a "play or pay" plan would be inflationary, result in substantial job losses or reduced wages, and encourage discrimination against employees with families.

As important as health care financing is to the health of families and children, we also believe that the weakening of the structure of the American family may be an even greater threat to the health of children. Solving the health problems of children will be an expensive, upwardly spiraling, and potentially fruitless quest for government if it fails at the same time to restore societal expectations for and support of the two-parent marital norm. Consequently, we believe that one of the surest practical routes to preserving the health and well-being of children is to strengthen the American family.

Increasing Educational Achievement

Despite more than a decade of education reform, America remains "a nation at risk." American students continue to lag behind their counterparts in many developed and developing nations in standardized

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measures of reading, math, and science. Far too many of the nation's youth drop out of school, and even among those who complete high school, a substantial number lack the basic skills and knowledge needed to get a job.

Every child in America needs an excellent education—because global competition demands a highly skilled and knowledgeable workforce, because democracy depends on a thoughtful and well-educated citizenry and because knowledge and a love of learning are among the most precious gifts society can give to its children. Yet approximately 40 percent of the nation's children are at risk of school failure. They include children who are poor, those from minority groups, those with limited command of English, those who live in a single-parent family or with parents who are poorly educated, and those with disabling conditions. These children are less likely to enter school ready to learn—healthy, well-fed, confident, able to focus their attention and energy, and able to interact positively with adults and other children. Over the years, they are more likely to be held back, to drop out of school, and to fail to earn a high school diploma.

But even those students who enter school ready to learn and whose families have the wherewithal to support their educational progress are not guaranteed a quality education that prepares them to assume challenging roles in their communities and in the workforce. Many schools across the country lack the basic ingredients and flexibility to be lively, innovative learning centers. They often lack a common educational vision and strong leadership. They fail to set rigorous academic standards and do little to foster initiative, innovation, and creativity among teachers and staff. Many do not encourage parents to be active partners in their children's education, and some are unable to maintain order and discipline.

To ensure that every child enters school ready to learn and every school meets the educational needs of all its students, the Nation Commission of Children proposes five related strategies:

- We recommend that all children, from the prenatal period through the first five years of life, receive the care and support they need to enter school ready to learn—namely, good health care, nurturing environments, and experiences that enhance their development. In particular, we urge that Head Start be available to every income-eligible child in the United States. A majority of commissioners defines full participation in Head Start as enrollment by up to 100 percent of all eligible three- and four-year-olds and up to 30 percent of eligible five-year-olds. A minority of commissioners defines full participation as enrollment by up to 80 percent of all eligible children for one year, and by up to 20 percent of eligible children for more than one year.
- We recommend that the educational system adopt a series of fundamental reforms, including:
  - a rigorous and challenging academic curriculum;
  - measures to recruit and retain skilled teachers;
  - measures to improve the effectiveness of principals;
  - school-based management;
  - greater accountability by all parties responsible for the quality of education;
  - improvements in the school environment; and
  - equitable financing across school districts.
- We encourage states to explore school

choice policies as part of an overall plan to restructure and improve public schools. School choice should only be implemented where accountability measures are specified and where the special needs of educationally disadvantaged students are addressed. Some members of the Commission would extend the concept of school choice to include private and parochial as well as public schools. Other members of the Commission, however, are concerned that choice policies, in the absence of major steps to restructure schools and ensure every child a quality education, will further disadvantage the nation's most educationally vulnerable students, who may be overlooked in a market-driven system.

- We recommend that all schools and communities reevaluate the services they currently offer and design creative, multidisciplinary initiative to help children with serious and multiple needs reach their academic potential.
- We recommend that parents, communities, employers, and the media take mutually reinforcing steps to emphasize to young people the personal rewards and long-term benefits of academic and intellectual achievement, cultural enrichment, hard work, and perseverance.

Preparing Adolescents for Adulthood

Adolescence marks the passage from childhood to adulthood. Although the majority of young people emerge from adolescence are healthy, hopeful, and able to meet the challenges of adult life, many young people experiment with what they take to be the credentials of adulthood—alcohol and drugs; volent, dangerous, or illegal activities; and sexual activity—often with dire, if not fatal consequences.

Today, one in four adolescents in the United States engages in high-risk behaviors that endanger his or her own health and well-being and that of others. These 7 million young people have multiple problems that can severely limit their futures. Most have fallen behind in school, and some have already dropped out. Many engage in sexual activity, and some have experience pregnancies or contracted sexually transmitted diseases. Many are frequent and heavy users of drugs and alcohol. Some have been arrested or have committed serious offenses. We must reach these young people early and provide them with both the means and the motivation to avoid risky, dangerous, and destructive activities that threaten their futures, their families, and their communities. Where damage has already occurred, we must also help those young people experiencing problems cope with the consequences of their actions.

Society's concern and involvement must also extend to the three-quarters of young people at low and moderate risk of serious problems. Their transition to adulthood is often equally difficult as they search for their places in a complex and fast-changing world. Their aspirations for meaningful work, satisfying relationships, and the chance to participate in the life of their communities are not guaranteed. To achieve these goals, young people need opportunities to explore the world of work, experience the rewards of community service, and receive guidance and unwavering support from the important adults in their lives.

Unfortunately, too few adults invest the personal time and effort to encourage, guide, and befriend young people who are struggling to develop the skills and confidence necessary for a successful and satisfying adult life. Too few communities encourage and

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recognize community service by young people. And too few offer programs and activities to promote healthy adolescent development by discouraging high-risk behaviors. When they lack models to show them that character, self discipline, determination, and constructive service are the real substance of life, they have few opportunities to acquire the attitudes and habits that lead to success in school, productive employment, and strong, stable families.

To help all young people successfully navigate the passage from childhood to adulthood, the National Commission on Children offers the following recommendations:

- We recommend that individual adults, communities, and the public and private sectors take aggressive steps to ensure that all young people have access to a broad array of supports in their communities to promote healthy adolescent development and help them avoid high-risk behaviors—including school dropout, premature sexual activity, juvenile delinquency, crime and violence, and alcohol and drug abuse—that jeopardize their futures.
- We recommend that parents, schools, employers, and government initiate or expand efforts to introduce young people to employment and career options; to help them acquire the skills, knowledge, and experience for their chosen fields; and to link more closely the worlds of school and work.
- We recommend that communities create and expand opportunities for community service by young people.

Strengthening and Supporting Families

The conditions of children's lives and their future prospects largely reflect the well-being of their families. When families are strong, stable, and loving, children have a sound basis for becoming caring and competent adults. When families are unable to give children the affection and attention they need and to provide for their material needs, children are far less likely to achieve their full potential.

The value that society places on families and the way it supports their needs has a great deal to do with how children fare. When society values children and the quality of family life, individuals, families themselves, and outside institutions are moved to make the necessary commitment and create supportive environments at home, at school, at work, and in the community. The nation's laws and public policies should therefore reflect sound family values and aim to strengthen and support families in their childrearing roles. Accordingly, the National Commission of Children offers the following recommendations to support and strengthen families:

- We urge individuals and society to reaffirm their commitment to forming and supporting strong, stable families as the best environment for raising children.
- We emphasize the need for both parents to share responsibility for planning their families and delaying pregnancy until they are financially and emotionally capable of assuming the obligations of parenthood. Although decisions concerning family planning are and should continue to remain a private matter, public support for family planning services should be sustained to ensure that all families, regardless of income, can plan responsibly for parenthood.
- We recommend that government and all private sector employers establish

family-oriented policies and practices—including family and medical leave policies, flexible work scheduling alternatives, and career sequencing—to enable employed mothers and fathers to meet their work and family responsibilities. The majority of commissioners strongly recommends that the federal government require all employers to provide the option of a job-protected leave at the time of childbirth, adoption, and family and medical emergencies. Healthy child development depends on parents and children having adequate time together during the early months of life to form close and enduring relationships. A minority of commissioners strongly oppose such prescribed and inflexible federal mandates, which they believe all too often result in discriminatory practices in the workplace and restrict employees' choices of benefits that meet the particular needs of their families. In addition, they believe the costs of implementing such mandates often produce adverse and unintended economic consequences.

- We recommend that government at all levels, communities, and employers continue to improve the availability, affordability, and quality of child care services for all children and families that need them.
- We recommend that federal, state, and local governments, in partnership with private community organizations, develop and expand community-based family support programs to provide parents with the knowledge, skills, and support they need to raise their children. Some commissioners are concerned that a fiscal commitment of the magnitude proposed requires careful attention to the design and evaluation of the expanded services to ensure that they produce outcomes that are beneficial to the families who need them.

Protecting Vulnerable Children and Their Families

When families are in turmoil, children are often the helpless victims of their parents' frustration and despair. They may suffer parental neglect; experience physical, emotional, or sexual abuse; or develop behavioral problems that make them difficult to care for. In the absence of adequate support and services, these children are frequently removed from their families and placed in the custody of the state. This separation from their parents, siblings, schools, and communities is shocking and painful for most children. Thousands move from one placement to another, effectively denied a permanent home and family. Many bear scars for the rest of their lives. Foster care is intended to protect children from neglect and abuse at the hands of parents and other family members, yet all too often it becomes an equally cruel form of neglect and abuse by the state.

The number of children in foster care has increased dramatically over the past several years, reversing declines in the late 1970s and early 1980s. Recent estimates project that more than half a million children will be in foster care by 1995. This increase has overwhelmed the capacity of the judicial system and every child welfare system in the country to deal sensitively and responsively to the needs of vulnerable children and their troubled families.

In part, the increasing number of children in the state's custody reflects increased reports of abuse and neglect. But it also reflects misguided public funding

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incentives, particularly at the federal level. Federal funding for preventive efforts to keep families together is fixed each year under the provisions of Title IV-B of the Child Welfare and Adoption Assistance Act and has barely grown in the past decade, while funding for out-of-home care is supported by Title IV-E, an open-ended entitlement that grows automatically according to need. This encourages states to place children in out-of-home care rather than to help troubled families overcome their problems and maintain custody of their children.

Marginal changes will not turn this system around. Instead, we need fundamental reform to ensure that family support and basic preventive services are available early to reduce the likelihood of family crises and lessen the need for children to be removed from their homes.

The National Commission on Children recommends a comprehensive community-level approach to strengthen families. We believe that early family support and the availability of preventive services will ultimately lessen the need for children to be removed from their homes. We therefore urge that programs and services for vulnerable children and their families be restructured to include three complementary approaches:

- Promoting child development and healthy family functioning through locally controlled and coordinated community-based family support networks that offer access and referrals to a broad range of services, including health and mental health care, education, recreation, housing, parenting education and support, employment and training, and substance abuse prevention and treatment.
- Assisting families and children in need in order to strengthen and preserve families that voluntarily seek help before their problems become acute.

  Human service programs — including health and mental health, juvenile services, substance abuse programs, education, and economic and social supports — must collaborate to provide prevention and early intervention services that offer practical solutions to problems faced by families in crisis.
- Protecting abused and neglected children through more comprehensive child protective services, with a strong emphasis on efforts to keep children with their families or to provide permanent placement for those removed from their homes. In particular, when babies are abandoned at birth and when repeated attempts to reunify older children and parents have failed, the adoption process should be streamlined to expedite placement of children in permanent, stable families.

The majority of commissioners recommends changing Title IV-B to an entitlement, making funds equally available for the provision of family preservation services and for foster care. This will eliminate any fiscal incentive for removing children from their homes unnecessarily by ensuring that states have adequate funds for prevention. A minority of commissioners believes that the current problem in child welfare are not related primarily to inadequate funding. They recommend that the relationship between Titles IV-B and IV-E be altered to allow greater flexibility in spending monies for preventive services.

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Making Policies and Programs Work

All families, regardless of their resources and circumstances, need occasional support and assistance. To meet these needs, an array of public and private programs and services has developed over the last half century to promote children's health and development, encourage success in school, and protect children from a bust. Families also receive assistance and support through employment-based benefits, voluntary and community efforts, and informal networks of friends, relatives, and neighbors.

For the majority of well-functioning families with ample financial, social, and psychological resources, this mix of informal support and public and private programs is both adequate and appropriate. But families facing severe problems often need more integrated and sustained interventions delivered by skilled professionals who are able to respond early and comprehensively to a family's multiple needs.

Unfortunately, the present system of human services generally fails to meet the needs of these seriously troubled families. Service providers in separate programs serving the same family rarely confer or work to reinforce one another's efforts. Few resources are available to help families early, before their problems become too mammoth to ignore. Low salaries and poor working conditions discourage talented individuals from pursuing careers in early childhood development, child welfare, and teaching. As a result, families needing assistance often encounter a service delivery system that is confusing, difficult to navigate, and indifferent to their concerns. For many parents and children, these obstacles appear at a time when they are least able to cope with additional stress or adversity.

Fragmentation and lack of coordination among programs and services contribute to a wide spread perception of inefficiency and waste in public health and social service programs. In many cases, this perception is justified. Multiple layers of bureaucracy and extensive record-keeping and reporting requirements, developed in part to guard against misuse of public funds, have often cost more than they have saved. Familiar stories of records irretrievably lost and multiple appointments to resolve single issues further fuel public impressions of waste and incompetence in publicly administered or publicly funded programs.

To bring greater cohesion and efficiency to the delivery of public health and social services and to enhance their ability to meet the needs of severely troubled children and families, the National Commission on Children offers the following proposals:

- We recommend a series of changes in the organization, administration, implementation, and budget of programs at all levels of government to encourage a more collaborative and comprehensive service delivery system, including:
  - greater coordination of child and family policies across the executive branch;
  - creation of a joint congressional committee on children and families to promote greater coordination and collaboration across the authorizing and appropriating committees with jurisdiction over relevant policies and programs;
  - decategorization of selected federal programs to bring greater cohesion and flexibility to programs for children and families;
  - uniform eligibility criteria and

consolidated, streamlined application processes for the major federal means-tested programs and for other programs that serve the same or overlapping populations;
- incentives to encourage demonstration projects and other experiments in coordination and collaboration of services at the state and local levels; and
- new accountability measures that focus on enhanced child and family well-being, rather than solely on administrative procedures.

- We call upon the nation to increase its investment in the prevention of problems that limit individual potential and drain social resources.
- We recommend that salaries and training opportunities be significantly increased in the early childhood and child welfare fields, and that states and school districts with teachers' salaries below the national average bring these salaries up to the average. In every case, pay structures and incentives should be linked to demonstrated competence.

Creating a Moral Climate for Children

Today, too many young people seem adrift, without a steady moral compass to direct their daily behavior or to plot a thoughtful and responsible course for their lives. We see the worst manifestation of this in reports of violent and predatory behavior by adolescents in large and small communities across the nation. It is evident in lifestyles and sexual conduct that indulge personal gratification at the expense of others' safety and well-being. It is revealed as well in a culture that ranks wealth and the acquisition of material possessions above service to one's community or to the nation. It is also demonstrated in the declining voting rates of young citizens.

Much of what we saw and heard also made us worry about the public values implicit in individual words and actions and in Americans' failure to act in concert to change the conditions that harm children and undermine their families' ability to support and nurture them. As a commission on children, we could not avoid questioning the moral character of a nation that allows so many children to grow up poor, to live in unsafe dwellings and violent neighborhoods, and to lack access to basic health care and a decent education.

At least some of children's moral confusion stems from the conduct and attitudes of some prominent adults, including entertainers and athletes, corporate executives, religious leaders, and public officials, as well as from the cultural messages reflected in television programming, movies, videotapes, and popular music. Some of children's confusion also has roots in the behavior of fathers and mothers who lack the ability and commitment to be responsible parents. And some of it reflects the contradictions apparent in American society. In a nation with professed commitments to equal opportunity and to the protection and nurturance of the young, racism persists and a recent explosion of violence kills and maims children.

Children and adolescents need clear, consistent messages about personal conduct and public responsibility. The National Commission on Children urges public and private sector leaders, community institutions, and individual Americans to renew their commitment to the fundamental values of human dignity, character, and citizenship, and to demonstrate that commitment through individual actions and national priorities:

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- We recommend that parents be more vigilant and aggressive guardians of their children's moral development, monitoring the values to which their children are exposed, discussing conflicting messages with their children, and if necessary, limiting or precluding their children's exposure to images that parents consider offensive.
- We recommend that the recording industry continue and enhance its efforts to avoid the distribution of inappropriate materials to children.
- We recommend that television producers exercise greater restraint in the content of programming for children. We further urge television stations to exercise restraint in the amount and type of advertising aired during children's programs.
- We recommend that communities create opportunities for voluntary service by children and adults and recognize the contributions of volunteers that better the community and assist its members.
- We urge all Americans to review their personal commitments to the common good and demonstrate this commitment by giving highest priority to personal actions and public policies that promote the health and well-being of the nation's children.

Investing in America's Future

Without a vision of a better society, Americans will never by moved to act. The National Commission on Children developed such a vision over two years of sometimes painful and always moving investigation into the lives of children and families and through many months of honest and thoughtful negotiation. We envision a nation of strong and stable families, where every child has an equal opportunity to reach his or her full potential, and where public policies and personal values give highest priority to healthy, whole children. Realizing this vision will require leadership and sustained commitment, significant investments of individual time and attention, and the allocation of financial resources.

Every sector of society benefits from caring, competent, and literate citizens, and every individual has a direct stake in seeing that all children are able to develop to their full potential. The federal government cannot and should not bear sole responsibility or the full financial costs of this national effort, but it must play a significant role. Leadership and financial support must come from other sectors as well. Some of the costs of our recommendations must by borne by states and localities and by employers. Philanthropy and volunteerism must continue to play a critical role.

Implementation of the commission's recommendations will cost approximately $52 billion to $56 billion in new federal funds in the first year. The largest portion of this total (approximately $40 billion) is for the refundable child tax credit which offers tax relief to families raising children. Health care proposals account for another $9.1 billion. A minority of commissioners do not endorse the recommendations contained within the majority health chapter and therefore do not endorse the $9.1 billion of expenditures. Most of the remainder is for social service programs. The majority of commissioners regard all of these expenditures as necessary investments to preserve personal freedom, economic prosperity, and social harmony well into the future.

To cover the federal share of costs associated with our recommendations, the Commission offers several alternative financing options. Each is based on three general principles:

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- **Deficit Neutrality**. We recognize the need to generate significant funds to cover the cost of our recommendations, rather than add to the existing federal deficit. Continuing large deficits leave middle- and low-income families vulnerable to economic downturns by limiting government's ability to cushion or counter recessions. They also limit economic growth and opportunity and restrict the nation's ability to meet new needs. Their persistence ensures that a future generation of Americans must pay this generation's bills.
- **Progressivity**. We are reluctant to add further to the taxes paid by young workers raising families, since these families have been especially hard hit by economic changes and increases in relative tax burdens in recent decades. In general, we prefer revenue sources that are progressive or that are generated on the purchase of luxury items, rather than taxes that reduce the take-home pay of low- and middle-income workers. Our income security plan recognizes the personal costs and social benefits of raising children, in part through establishment of a refundable child tax credit. We do not favor financing options that would, in effect, tax away the value of the new credit.
- **Growth**. We looked for sources of revenue with the potential to grow over time. While we are confident that our recommendations will ultimately yield considerable savings, we also recognize that some of this savings will only be fully realized in later years. To achieve these longterm gains, however, we must be willing to make short-term investments.

Each financing option presents a different concept of how to generate the required funding. No commissioner endorses all of the options, but each regards at least one as a viable approach. While some commissioners oppose tax increases of any kind, others rely on varying combinations on increasing taxes on individuals and corporations and on reallocating and establishing caps on federal spending.

The National Commission on Children calls on all Americans to work together to change the conditions that jeopardize the health and well-being of so many of our youngest citizens and threaten our future as an economic power, a democratic nation, and a caring society. Our failure to act today will only defer to the next generation the rising social, moral, and financial costs of our neglect. Investing in children is no longer a luxury, but a national imperative.

THE STATUS OF YOUTH AND BASIC SKILLS ACQUISITION

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

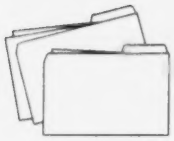
What should be done about school counselors' knowledge of changing student demographics and the increased needs of youth?

Justification for Lesson

What are the emerging needs of youth, and how will these needs affect youth's ability to acquire the basic skills? This lesson will help school counselors understand how societal trends are influencing both schools and counseling and guidance programs.

Learner Outcome

The learner will integrate information concerning the status of youth with information concerning the acquisition of the basic skills.



Instructor Resources

- Gloeckner, G., Cobb, B., Love, C., & Grant, B. (1991). Basic skills in the new workplace. In Integrating Basic Skills into Vocational Teacher Education: Literature Review. Fort Collins, CO: Colorado State University. (handout)
- Newsletter: Counselors and the Future of Schools (handout)
- Workplace Basics (transparency)
- SCANS Basics (transparency)

Teaching-Learning Interaction

The instructor should preassign the learners to bring to class examples of national, state, and local societal trend information (economic, social, technological, demographic). The learners should review newspapers, magazines, etc., for such information, and/or check with local organizations such as the Chamber of Commerce or school districts.

The instructor should also preassign the learners to read the handouts titled Basic Skills in the New Workplace and Newsletter: Counselors and the Future of Schools.

The instructor should divide the class into groups of 3-5 learners to share and discuss the trend information they brought to class. Then, the instructor should ask groups the following questions:

- What are the major needs of youth related to these trends in our society?
- What "basic skills" relate to these trends and emerging needs?

Next, the instructor should use the transparencies titled Workplace Basics and SCANS Basics to review with the class "basic skills" as they are being identified by various commissions and groups. The discussion should incorporate the learners' preassigned reading of the handout titled Basic Skills in the New Workplace.

Teaching-Learning Interaction

The instructor should conclude the lesson with a guided discussion relating the trend information and the information on basic skills to the role of the school. The preassigned newsletter titled Counselors and the Future of Schools should be used to facilitate this discussion. *Note:* The articles abstracted in the Newsletter should be read in their entirety, if possible.

Debriefing Strategies

The instructor should ask the following questions:

- What basic skills were used as part of this lesson?
- What is the role of the school counselor in curriculum development and curriculum change?
- How do school counselors facilitate the acquisition of basic skills?
- What is the relationship between basic skills and the guidance curriculum?

Possible Resources

- National Commission on Children. (1991). Beyond rhetoric: A new American agenda for children and families. Washington, DC: Author.
- Hodgkinson, H. (1991). Reform versus reality. Phi Delta Kappan, 73(1), 9-16.
- Martin, D. (1988). Wake up: The American dream is fading, and our future is at risk. The American School Board, 175(2), 22-24.

Possible Resources, continued

- Anderson, L., Jenkins, L.B., Leming, J., MacDonald, W.B., Mullis, I.V.S., Turner, M.J., & Wooster, J.S. (1990). The civics report card: Trends in achievement from 1976 to 1988 at ages 13 and 17; achievement in 1988 at grades 4, 8, and 12. Princeton, NJ: Educational Testing Service.

- Applebee, A.N., Langer, J.A., Jenkins, L.B., Mullis, I.V.S., & Foertsch, M.A. (1990). Learning to write in our nation's schools: Instruction and achievement in 1988 at grades 4, 8, and 12. Princeton, NJ: Educational Testing Service.

- Mullis, I.V.S., Dossey, J.A., Owen, E.H., & Phillips, G.W. (1991). The state of mathematics achievement: Executive Summary. Washington, DC: U.S. Department of Education.

- Videotape: I like being me. (1990). Pleasantville, NY: Sunburst.

- Videotape: Power of choice. (1989). San Francisco, CA: Live Wire Video.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of the learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: THE STATUS OF YOUTH AND BASIC SKILLS ACQUISITION

Basic Skills in the New Workplace[1]

The term "basic skills" has different meanings for different people (Dunn, 1988). It often has political currency (Miguel, 1985) with employers using the term loosely to mean a variety of work-readiness and work-related sets of skills. Basic skills are often defined as skills that were once referred to as the academic skills of reading, writing, and arithmetic (Dunn, 1988; Applying the Academics, Delaware State Department, 1989; Miguel, 1985; Owens, 1988; Strumpf, 1986; Pritz, 1988; Lee, 1988). In addition to the previously used academic definition, basic skills are also now cited as those social competencies such as the ability to balance a checkbook or read safety instructions (Dunn, 1988). Other uses of the term "basic skills" include the work attitudes found in successful workers, such as being dependable, responsible, coming to work on time, and being able to get along well with co-workers (Semple, 1987).

The literature reviewed is full of reports describing a whole new set of skills now considered to be basic. A major study by the United States Department of Labor and the American Society of Training and Development (Carnevale, Gainer, & Meltzer, 1988) documents the following as basic skills: (a) learning to learn; (b) reading, writing, and mathematics; (c) communication; (d) adaptability (creative and critical thinking and problem solving); (e) personal management (self-esteem, goal setting/motivation, and personal/career development); (f) group effectiveness (interpersonal skills, negotiation and teamwork); and (g) influence (organizational effectiveness and leadership).

Most literature on basic skills falls naturally into one or more of these categories. However, other key documents indicate a need for additional categories. For example, a more recent study funded by the U.S. Department of Labor (SCANS, 1991) includes technology as one of five key areas of basic skill competence needed by individuals in America's workplace.

Science is yet another category that appears in the literature (Knold, 1986; Bishop, 1985). Documentation focuses on the need for all Americans to have a basic understanding of science. Thus, technology and science are added as the eighth and ninth categories.

Finally, the theory of the nature of knowledge suggests a need for specific emphasis on balancing family pressures with those of education and work (Way, 1991; Kline & Cowan, 1989). Although the nine previous categories all assist in success in home and family, the literature, particularly in these two disciplines, necessitates the addition of a tenth and final category, home/family management and relationships.

The categories of basic skills reviewed in the remaining pages of this article, then, are organized around the following ten categories: (a) learning to learn; (b) reading, writing, and mathematics; (c) communication; (d) adaptability (creative and critical thinking and problem solving); (e) personal management (self-esteem, goal setting/motivation, and personal/career development); (f) group effectiveness (interpersonal skills, negotiation, and teamwork); (g) influence (organizational effectiveness and leadership); (h) technology; (i) science; and (j) home/family management and relationships.

Learning to learn. Workers must be able to assimilate new information, adapt to new technologies and prepare to be

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[1]Excerpt adapted from: Gloeckner, G., Cobb, B., Love, C., & Grant, B. (1992). Integrating Basic Skills into Vocational Teacher Education: Literature Review. Fort Collins, CO: Colorado State University.

occupationally mobile (Zuga & Lindstrom, 1989). As competition forces American industry into new patterns, workers will be required to shift from one job role to another and accept changing responsibilities. Workers will be required to absorb, process, and apply new information quickly and effectively (Carnevale et al., 1988; Champagne, 1986).

Increasingly, individuals must have a high level of integrated basic skills -- skills which reinforce each other and can be applied to changing conditions. Students will need integrated basic skills at work and elsewhere to be successful in the future (Chisman, 1989).

The ability to learn new skills is becoming more and more important (Miguel, 1985). People will need new skills in the workplace every two to three years. Learning to acquire new skills gives the worker the ability to adapt (Blai, 1989) and solve problems (Crismore & Mikulecky, 1987). Workers need to consider education as a continuous process throughout a working lifetime (Ten Recommendations for Improving Secondary Vocational Education, 1985; Champagne, 1986). Learning to learn adds transition skills which provide the ability to move easily from one occupation to another (Patterson, 1985). Learning to learn is the most basic of all skills. It is the key to unlocking future success.

Individuals who have the skill to learn and apply new skills interactively can achieve competency in all other skills from basic reading to leadership (Carnevale et al., 1988; Champagne, 1986). Learning to learn proficiency appears to be acquired through experiences within the total educational curriculum (Foodservice Subject Matter Update, 1986-87). A program with learning to learn as a priority would include a liberal arts education of reading, literature, writing, mathematics, social studies, and science. The program would also emphasize the ability to start, continue, and complete tasks within a given time (Patterson, 1985).

Reading, writing, and mathematics. Although the skills required by the workplace of the future are more complex than in previous eras, the abilities to read, write, and compute are still essential. New requirements for reading, writing, and computation, however, go beyond simple functioning. The worker will have to have the capacity to perform in the increasingly complex atmosphere of the workplace (Buskirk, 1988).

Communication. Communication skills reflect how well individuals get along and how effectively they communicate with their peers (Semple, 1987). Communication involves both verbal and nonverbal forms of communication, written expression, comprehension, speaking, listening, conversation giving, receiving instructions, and attending to others in a positive way (Fitzgerald, 1986; Carnevale & Johnston, 1989; Carnevale & Gainer, 1989a; Ten Recommendations, 1985; Bailey & Novelle, 1989; Carnevale et al., 1988). Generally, people communicate by listening and speaking. People spend a great deal of their day in some form of communication. The average person spends "8.4 percent of their time writing, 13.3 percent reading, 23 percent speaking, and 55 percent listening" (Semple, 1987, p. 11). The ability to express oneself clearly to others and listening carefully and actively are important worker competencies (Patterson, 1985). Success on the job is linked to good communications; only job knowledge ranks higher as a factor in workplace success (Semple, 1987; Welter, 1989; Carnevale et al., 1988).

Although interaction is used frequently in communication, today's employees must also develop the ability to write. Writing relies on skill abilities in the areas of analysis, conceptualization, synthesis, and distilling of information. The shift in writing skills is one from long compositions to clear, concise

articulation of points and proposals (Carnevale et al., 1988).

Adaptability (creative and critical thinking and problem solving). As workers become more autonomous within the workplace (Blai, 1989), adaptability becomes more necessary. Creative and critical thinking and problem solving provide a process for making well-considered decisions. Workers will need to have the ability to generate alternatives, project outcomes, assess probabilities, and take action and risks (Carnevale et al., 1988).

Problem solving and critical and creative thinking skills include the abilities to plan, analyze, synthesize, evaluate, organize, and manage information (Patterson, 1985), and to set priorities for determining alternatives (Fitzgerald, 1986). Problem solving requires knowledge and understanding of the processes needed to apply knowledge. These skills provide the worker with the ability to detect a problem, find or invent the solutions, choose the most appropriate solutions for the conditions, and track and evaluate results (Crismore & Mikulecky, 1987).

Personal management (self-esteem, goal setting/ motivation and personal/career development). Dramatic changes in the workplace have made personal management an essential skill (Welter, 1989; Carnevale & Gainer, 1989; Berryman, 1988). Workers with these skills have the tools for understanding and expanding their skills inventories, can manage change, and are more productive in their work (Carnevale & Johnston, 1989; Pucel, Devogel, & Persico, 1988).

As the workplace continues to change and as workers become more autonomous (Blai, 1989), the need for workers to have a well developed and positive sense of self-esteem becomes critical. Self-esteem allows workers to develop confidence in their ability to do the job and to adjust as conditions change around them.

> Key components of self-esteem training include assisting employees to recognize their current skills; being aware of their impact on others; understanding their emotional set points and abilities to cope with stress, change, criticism, and so on; and dealing with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions. (Carnevale et al., 1988, p.13)

Workers with personal management skills have the awareness of themselves as individuals with talents and abilities which are marketable. They recognize the need for adding to their skill inventory and can be pro-active in dealing with the frustrations of the workplace. This skill becomes increasingly important with the increased complexity and changing demands of the workplace. Lack of these skills is often the root cause of other problems such as errors and absenteeism.

Group effectiveness (interpersonal skills, negotiation, and teamwork). Group effectiveness is the ability to work cooperatively with others (Buskirk, 1988; Carnevale & Johnston, 1989). The ability to interact with others effectively is critical when working in teams. It also is essential for service industry occupations which deal with customer complaints (Carnevale & Johnston, 1989).

As the industry increases the use of worker teams, skills in group effectiveness become increasingly important (Executive Report of the Jobs for Indiana's Future, 1989). This large category of competencies is composed of interpersonal skills, negotiation, and teamwork. Conflict is a natural condition resulting from individual differences in values

and opinions. As workers are placed into more teaming situations, or as downsizing of middle management occurs, the resolution of conflict often falls to the individual worker.

Today, workers must get along with others, deal with pressures to get the job done, follow rules and policies, and have a good work attitude (Fitzgerald, 1986). These skills include such activities as attending to others in a positive way (Fitzgerald, 1986), resolving conflict, managing stress, establishing networks with others (Patterson, 1985), and group interaction (Bailey & Novelle, 1989).

Group effectiveness skills are considered the cornerstones of successful teamwork (Carnevale et al., 1988). Due to the pooling of resources in most industries, workers are being asked to perform a multiplicity of tasks. To perform these tasks, workers must have an array of skills that individual or routine jobs do not require (Carnevale et al., 1988). Successful performance in work settings that require autonomous teams depends upon the worker's ability to interact, defuse conflict, and develop a sense of group purpose (Carnevale et al., 1988). Plihal (1989) referred to the ability to reach consensus as the "ideal speech situation" which is "characterized by freedom, equality, and openness" (p. 41).

Influence (organizational effectiveness and leadership). Influence refers to the impact of a member upon an organization. It is made up of organizational effectiveness (the ability to understand how the parts of that organization function together) and leadership (the ability to make one or many of those parts function smoothly). Workers need to have a sense of how their actions affect the ability of the organization to meet its goals (Carnevale & Johnston, 1989).

All organizations have a culture. The culture of the organization and the workers' ability to function within that culture becomes as important as specific job skills held by the worker (Carnevale et al., 1988). Armed with an understanding of what the organization values and how that is operationalized, workers will be able to become fully functioning, productive, and empowered members (Carnevale et al., 1988). Once a worker understands the organization's culture, then leadership skills can be used in positive and productive ways. To remain competitive, industry needs its employers to be able to operate within the organization and to assume responsibility and motivate others (Carnevale et al., 1988).

Technology. The Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) lists technology as one of the five key competency areas needed for the year 2000. SCANS includes three competency areas related to technology: selecting technology, applying technology to a task, and maintaining and troubleshooting equipment. Project 2061: Science for All Americans, (AAAS, 1989) identifies technology as a key area of knowledge for this and upcoming generations. It is important that technology be an integral part of the future of education for competing in a global economic environment (National Research Council, 1989; AAAS, 1989; Durenfurth & Kozak, 1991; SCANS, 1991).

Science. It was surprising to discover that many of the frequently cited national reports excluded science as a discrete category of basic skills. This review has relied heavily upon the Carnevale et al. (1988) conception of basic skills. Indeed this source is often cited by others as an exemplary "basic skills document." Given the credibility of this work it was surprising to learn that the word science is not included in the index. Similarly, the SCANS (1991) report omits science as a competency area.

Reports that omit science as an overarching competency area often include many of the competencies traditionally

Basic Skills in the New Workplace, continued

associated with science, such categories as: critical thinking, problem solving, interpreting, and evaluating. In an interesting contrast, other national reports focus on science as the key missing component in the United States' reduced ability to compete in a global market (AAAS, 1989; Knold, 1986; Bishop, 1985). For these reasons, science is one of the key terms that this review uses to categorize what is meant by basic skills.

Home/Family Management and Relationships. Data from the past five years emphasize the interrelationship between success at home and success at the workplace (Way, 1991; Kline & Cowan, 1989). Family and work are intertwined in nearly every basic skill area previously identified.

Personal management is directly related to family management (Goldsmith, 1989). Group effectiveness, influence, adaptability, communication skills, and the love of learning all begin in the home (Goldsmith, 1989). Similarly, interest in the content areas of technology, science, reading, writing, and mathematics begins in the home (Felstehausen & Schultz, 1991). For these reasons, and due to the fact that basic skills lead to success at home, in the workplace, and in education, this last category is included as part of the operational definition of basic skills.

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COUNSELORS AND THE FUTURE OF SCHOOLS NEWSLETTER...for school counselors with an eye on basic skills

PUBLISHED BY: Joe Daly and Jeff Lovejoy
Colorado State University
Fort Collins, Colorado

DATE: Early 1990s

This is a one time newsletter provided as part of a lesson to improve school counselor education. It provides background reading and references to materials which promote the value of comprehensive counseling and guidance programs.

What Work Requires of Schools: Introduction to the SCANS Report

Schools do more than prepare people to go out into the workplace. They get them ready to participate in community life, to enjoy themselves, to lead full lives. But the following report only concerns that part that prepares people to make a living. It is not calling solely for a workplace centered education, but it is concerned primarily with that aspect.

This country has traditionally not had to worry about foreign competition, but today the demands of the marketplace have changed. Because of these new realities, flexibility and teamwork have become the qualities that employers look for.

One of the implications of this change is that more than 50% of our young people are now trying to enter the workforce with neither the knowledge nor the foundation required to find or hold a good job. This will eventually have a ripple effect throughout the whole economy. Something needs to be done.

The Commission spent a full year talking to business owners, public employers, union officials, and front line workers. All delivered the same message: good jobs go to those who can put knowledge to work. Workers must have a certain level of responsibility and problem solving skills. Flexibility is the key in maintaining job security.

To succeed, students must develop a new set of competencies and foundation skills. In whatever they do after high school, they will need them.

What the Commission is trying to accomplish is to give these students the ability to achieve the same high performance standards that characterize the country's most competitive companies. To do this, schools will have to become high performance entities themselves.

Despite a solid decade of reform efforts, schools are falling farther behind in this effort rather than catching up. What this full report does is to spell out the skills that will be necessary for American graduates to be competitive in the international marketplace.

The necessary skills have been broken down into:

Competencies:

- Resources
- Interpersonal Skills
- Information
- Systems
- Technology

Foundations:

- Basic Skills
- Thinking Skills
- Personal Qualities

The most vital importance in implementing this program is the cooperation of parents, employers, and educators, working together toward the implementation of the basic skills.

Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools: A SCANS report for America 2000 (A letter to parents, employers, and educators). Washington, D.C.: U.S. Department of Labor.

Workplace Basics[2]

- **Learning to Learn**
- **Reading, Writing, and Mathematics**
- **Communication**
- **Adaptability:** ***Creative and Critical Thinking, Problem Solving***
- **Personal Management:** ***Self-Esteem, Goal Setting/Motivation, Personal/Career Development***
- **Group Effectiveness:** ***Interpersonal Skills, Negotiation, and Teamwork***
- **Influence:** ***Organizational Effectiveness and Leadership***

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[2]Adapted from: Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1988). Workplace basics: The skills employers want. Alexandria, VA: American Society for Training and Development. (ERIC Document Reproduction Service No. ED 299 462)

SCANS Basics[3]

The SCANS basic skills profile is made up of five competency areas and three foundation sets of skills that are considered necessary for solid job performance. These include:

Competencies: Effective workers can productively use:

- **Resources** — allocating time, money, materials, space, and staff;
- **Interpersonal Skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology** — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Foundation: Competence requires:

- **Basic Skills** — reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

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[3]Secretary's Commission on Achieving Necessary Skills (SCANS). (1991). What work requuires of schools: A SCANS report for America 2000. Washington, DC: U.S. Department of Labor.

SPECIAL POPULATIONS

Perennial Problem

How can comprehensive school counseling and guidance programs contribute to the delivery of the basic skills?

Practical Problem

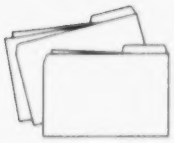
What should be done to help school counselors facilitate the educational and employment transitions of all students (including special populations)?

Justification for Lesson

The attitudes of school counselors toward special populations, along with the ability to assess the environment within which counseling and guidance programs are provided, have a significant impact on counselor effectiveness. This lesson will challenge school counselors to become more aware of student differences and more committed to serving special populations. It will also ask them to consider the competencies necessary to develop and deliver programs that address the needs of special populations.

Learner Outcome

The learner will recognize how competency requirements and other areas need to be adapted when working with special populations.



Instructor Resources

- Abstract from: DeRidder, L.M. (1989). Integrating equity into the school. In R. Hanson (Ed.), Career development: Preparing for the 21st century (pp. 23-38). Ann Arbor, MI: ERIC Counseling and Personnel Services, School of Education, The University of Michigan. (handout)
- Introduction to "Voices" (handout)
- Attitudinal and Institutional Change to Better Serve Special Populations (transparency)
- Preparation for "Voices" (transparency)
- "Voices". (1990). Office of Instructional Services/University Health Service, Colorado State University: Fort Collins, CO. (videotape)
- School Counselor Personal Commitments (handout)

Teaching-Learning Interaction

The instructor should preassign the learners to read the handouts titled Integrating Equity Into the School (Abstract) and Introduction to "Voices". Reading the original article from which the abstract was written is strongly recommended.

The instructor should ask the learners to brainstorm all the groups/categories of students they include when they hear references to "special populations." The instructor should list the groups on the board.

Note: If the learners fail to mention the noncollege-bound student, the student in need of basic skills assistance, or the "at risk" student as mentioned in the preassigned reading, the instructor is encouraged to discuss these students.

The instructor should then ask the learners to individually identify (from the list) those groups that they personally feel less comfortable or capable of working with in terms of assessment, guidance, and transition activities.

Teaching-Learning Interaction, continued

The instructor should ask the learners the following question: "What adaptations are required for counselors to meet the needs of special populations?" After referring to the concrete suggestions for adaptations supplied in the handout (or on pp. 33-36 of the original DeRidder article), the instructor should use the transparency titled Attitudinal and Institutional Change to Better Serve Special Populations to promote a discussion of how to meet the needs of special populations.

Next, the instructor should review the purpose of the videotape titled "Voices." The instructor should divide the class into groups of 3 learners to discuss the questions on the transparency titled Preparation for "Voices".

The instructor should then show the videotape, which was created to help counselors gain greater sensitivity to and awareness of "special populations" and those from diverse backgrounds.

Next, the instructor should lead a postviewing discussion, pointing out that the people featured in the videotape are much like themselves and the staff in the schools where they will provide counseling and guidance. Stimulus questions might include:

1. How does your life story relate to any part of the story depicted in the videotape?

2. What are the recurring themes in the videotape, and what do they mean to the school counselor's role?

3. Which of your beliefs did the videotape support/challenge?

4. What does the videotape say about how stereotypical attitudes are formed about students?

5. What does the videotape say about how stereotypes can affect a student's school experience?

Finally, the instructor should have the learners complete the handout titled School Counselor Personal Commitments.

Debriefing Strategies

Debriefing is a crucial part of this lesson, and adequate time should be allowed for the learners to process the following questions:

- How can use of the term "special populations" inhibit students from learning the basic skills?
- From the lesson, what makes you most discouraged/motivated about your role as a future school counselor?
- What competencies will counselors need to serve special populations?
- How will the school environment change in the next five years for those who are not the "typical" or "majority" students?
- How would most teachers respond to this lesson?

Possible Resources

- Ettinger, J.M. (Ed.) (1991). Improved career decision making in a changing world. Madison, WI: University of Wisconsin.
  Module 6: Developing an Awareness of Multicultural Issues.
  Module 8: Specific Needs of Women and Teen Parents.
  Module 9: Specific Needs of Persons with Disabilities.
  Module 10: Specific Needs of Children At Risk.
- Nash, M. (1990). Improving their chances: A handbook for designing and implementing programs for at risk youth. Madison, WI: University of Wisconsin.
- Gavin, M. (Ed.). (1991). Still puzzled about educating students with disabilities? Madison, WI: University of Wisconsin.
- American School Counselor Association. (1988). Cross/multi-cultural counseling position paper. Alexandria, VA: Author.
- United States Government Accounting Office (1991). Training strategies: Preparing noncollege youth for employment in the U.S. and foreign countries. Washington, DC: Author.

Possible Resources, continued

- Videotape: Black college white college: A matter of choice. (1991). Alexandria, VA: Alexandria Public Schools.

- Videotape: Black, male, and successful in America. (1990). Alexandria, VA: Alexandria Public Schools.

Individualized Learning Plan

If a learner is studying this content in an individualized program, he or she should be given the entire lesson. The learner should read all materials and complete all assignments and activities. Written responses in the form of a paper can be used to verify completion of the lesson. Note: As part of this learning experience, the learner should be asked to identify a counselor in the schools with whom to discuss the questions and issues of the lesson.

INSTRUCTOR RESOURCES

LESSON: SPECIAL POPULATIONS

Integrating Equity Into the School (Abstract)[1]

Guidance programs, curricula, and even our schools are primarily oriented toward the college bound student. Because high schools have begun to impose higher standards and to institute "excellence" programs, students who are disadvantaged have become even more so. In order to bring some balance and equity into the system, learning opportunities need to be opened up to those students who are planning on joining the workforce after high school.

Strategies such as early intervention, relevant instructional programs, and collaborative efforts with parents, community agencies, and business and industry are needed if schools are not to lose students. These strategies can also widen career opportunities.

The resource challenges of the next few decades will be formidable. It is only by realigning priorities that schools can serve all the students they exist to serve.

Following are some changes that school counselors could make to bring this realignment about:

1. Serve as consultants to teachers, emphasizing the noncollege bound student and demonstrating the relevance of course content; introduce development of study skills.
2. Develop early identification/warning mechanism for locating potential dropouts.
3. Reinforce positive behaviors in order to improve students' self esteem.
4. Help teachers sequence career development activities into all learning areas in grades K-12.
5. Develop counseling groups to help students examine career options; use interest inventories to facilitate exploration.
6. Set up a career resource center to disseminate information on career options, training opportunities, and funding.
7. Conduct job search and readiness workshops for all students.
8. Provide information on employability skills: how to find, get, keep, and change jobs.
9. Establish a mediation procedure (student run, if possible) to reduce emphasis on discipline and suspensions.
10. Set up a buddy system so that all students have someone to confide in within the new school setting.

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[1]DeRidder, L. M. (1989). Integrating equity into the school. In R. Hanson (Ed.), Career development: Preparing for the 21st century (pp. 23-38). Ann Arbor, MI: ERIC Counseling and Personnel Services, School of Education, The University of Michigan.

Introduction to "VOICES"
A Training Videotapetape for Counselor Education[2]

"Voices" is intended to help school counselors bring the subject of diversity and special populations alive within preservice counselor education and curriculum. The first aim of the videotape is to encourage self exploration and, by example, to encourage open sharing of everyone's views and experiences. The second aim is to encourage a personal commitment to increase understanding, and take some of the risks that are involved when one provides assessment, guidance, and transition activities to special populations. As stated in the videotape, it is no longer enough to sit in the same classroom or work in the same space; a conscious effort must be made to challenge our attitudes and behaviors if schools are to facilitate the success of all students.

"Voices" is 35 minutes long and consists of three segments: *Self Image*, *Image of Others*, and *Relationships*. Each segment has a brief introduction followed by comments made by graduate students and staff reflecting on their diverse school, work, and personal experiences.

In the *Self Image* segment, participants talk about how their self image developed, what influenced them, and what roles institutions and prejudices played in their planning and development.

In the second segment, *Image of Others*, participants discuss how they believe they are perceived in society and some of their experiences with stereotypes. They also discuss their own images of other people and how these are formed.

In the final segment, *Relationships*, the discussion turns to how self image and image of others have combined to influence relationships. Participants address a variety of issues that come up in school, at work, and in personal relationships.

The purpose of this videotape is to stimulate discussion and personal change. This guide has been prepared to assist preservice school counselors as they promote institutional change so that schools will be more responsive in meeting the needs of special populations.

For the purposes of this videotape, diversity has been limited to groups in the United States. The international perspective is not represented to any significant extent. Groups represented include: Women, Men, People of Color, Persons with Disabilities, Whites, Lesbians, Gays, and Bisexual Persons.

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[2]The videotape and accompanying discussion guide were produced by the University Health Service, the Office of Instructional Services, and the University Counseling Service of Colorado State University. Writers and Executive Producers were: Laura Macagno-Shang, Joy Kadolph Aden, Mary E. Daniel, and Carl J. Davison. Video Director was Mike Ellis. The videotape is available in captioned and uncaptioned versions, making it accessible to persons with hearing impairment or who are deaf. For information about the videotape or to order additional copies, contact Laura Macagno-Shang, University Health Service, Colorado State University, Fort Collins, CO 80523, 303-491-1702.

Attitudinal and Institutional Change to Better Serve Special Populations

1. How can counselors increase personal awareness of diversity issues?

2. What is needed for counselors to commit to a greater understanding of students from differing backgrounds, experiences, learning styles, or preferences?

3. What institutional changes are needed to promote equity and expanded learning choices for all students?

4. What can counselors do to continually assess the learning environment?

5. How can counselors promote the value of different learning styles?

6. How can counselors promote cooperative learning?

7. What are the competencies counselors need to work with special populations?

Preparation For "VOICES"

1. What was your first experience with racism, sexism, or prejudice against those who are disabled or poor?

2. What was your family's main advice to you about people from other ethnic, cultural, racial, ability, or economic backgrounds?

3. What is a mean, hurtful thing that someone said to you during your K-12 school experience?

4. What K-12 experiences shape how students might stereotypically describe any of the following students: Asian, Black, Hispanic, Gay, Lesbian, White, Male, or Female?

5. When you are around persons with disabilities, limited English speaking backgrounds, or those from economically impoverished backgrounds, what feelings do you have?

School Counselor
Personal Commitments

Becoming an ally to students with backgrounds and experiences different than your own.

This sheet is intended to help you set some personal goals. It is strictly a personal commitment and is not intended to be shared, graded, or judged.

1. I will participate in experiences, workshops, etc., that focus on other cultures.
   _____ Absolutely _____ Probably _____ Maybe

2. I will attend events that focus on other cultures.
   _____ Absolutely _____ Probably _____ Maybe

3. I will read about the history of different peoples in this country.
   _____ Absolutely _____ Probably _____ Maybe

4. I will educate myself about people different than I.
   _____ Absolutely _____ Probably _____ Maybe

5. I will examine my biases and stereotypes and work to rid myself of them.
   _____ Absolutely _____ Probably _____ Maybe

6. I will challenge biases and stereotypes in my school and relationships.
   _____ Absolutely _____ Probably _____ Maybe

7. I will resist oppression of others in any way I can. For example, I will challenge ethnic jokes, handicap inaccessibility, and educational and career stereotyping.
   _____ Absolutely _____ Probably _____ Maybe

8. I will seek to build relationships with people who are different than I.
   _____ Absolutely _____ Probably _____ Maybe

9. Other goals that you want to add: